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ABSTRACT

The Indiana Youth Institute (IYI) is an intermediary agency which supports adults statewide who care about youth. This handbook, which considers young people as resources, serves as a bridge to more information on youth involvement. It defines youth leadership and participation; provides program ideas and strategies; lays the foundation for establishing and expanding networks of youth development professionals; and identifies local youth-adult partnership programs, resource people, and materials. Written for people who work with youth, the guide is divided into three parts. The first section elaborates on youth leadership and partnership and lists characteristics, responsibilities, and benefits of the programs. Section two outlines ways to solicit young people's opinions, highlights considerations before starting a program, and offers some program assessment techniques. The final section shows how to build a youth leadership and partnership program. At the end of each section are references along with a list of resource centers. Two appendices list national resources and youth leadership programs in Indiana. (RJM)

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A Guide to Resources on Youth as Leaders and Partners

Strategies, Programs, and Information

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Working with adults who care about youth

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A Guide to Resources
on

Youth as Leaders and Partners

Strategies, Programs, and Information

Edited by Xuan Ma

MAY 1994

The Indiana Youth Institute was established in 1988 as an independent, nonprofit center. IYI is an intermediary agency serving the youth of Indiana by supporting adults statewide who care about youth--both youth-serving professionals and policy makers--with research, training, and advocacy. IYI recommends, but does not endorse, the resources and information provided in this guide. This is only a sampling of materials and information available on Youth As Leaders and Partners. For further information, please contact IYI or your local library.

INTRODUCTION

YOUTH AS LEADERS AND PARTNERS

Youth involvement means different things to different people. As a youth development professional or parent, you know that youth are involved in their programs because they are programs designed for them. With this Guide we invite you to think about youth involvement in what may be a new way for you. For example, youth development professionals may describe their programs like this "What we did for our young people was...." This Guide is about the kind of youth involvement that is described in phrases like this: "The young people told us that they want...."

The difference in the phrases reflects different ways of looking at young people. "What we did for our young people" reflects the traditional view of young people as objects or recipients. By contrast, "The young people told us what they want" implies a view of young people as resources. The spectrum of attitudes of adults toward young people includes viewing young people as objects as well as thinking of them as resources.

The Spectrum of Adult Attitudes Toward Young People

Young People Viewed as Objects	Young People Viewed as Recipients	Young People Viewed as Resources

*adapted from William Lofquist's *Inventory of Adult Attitudes and Behavior, 1989.*

THE PURPOSE OF THIS GUIDE

This Guide is about ways to look at young people as resources. Different terms are used because different people have approached this subject differently, but "Youth-adult partnership," "Youth participation," "Youth involvement," and "Youth empowerment" are all used in this Guide to describe the efforts of the adults who view young people as resources rather than objects or recipients.

This Guide is designed to

- define youth leadership and participation,
- provide program ideas and strategies,
- lay the foundation for establishing and expanding networks of youth development professionals, and
- identify local youth-adult partnership programs, resource people, and materials.

This Guide can help you if you are

- a youth program director looking for additional resources,
- a youth minister who wants to reach young people more effectively,
- a reference librarian,
- a businessperson on a nonprofit board,
- a donor looking for program information,
- a teacher working with students, families and communities,
- a youth advocate seeking to persuade others to involve youth, or
- a community leader working for neighborhood improvement.

This Guide serves as a bridge to more resources on youth involvement. All the materials referenced here are available in the IYI Resource Center. At the Indiana Youth Institute, we believe that information is a key to achieving goals. Providing information in this Guide is one of the ways that IYI helps adults who work with young people realize their goals.

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From the IYI Resource Center

Feedback Questionnaire

"We would like to see that adults really value our opinions, not just put us on boards or meetings to make them look good."

--Eva Avila (16, Indianapolis)
--Becky Mathauer (17, Indianapolis)

"Adults begin to value youth as contributors to solving societal problems. Youth are placed with positive role models. For me, having youth involved with our programs brings a freshness, a relevance and a joy to my work.
The community benefits because these partnerships show youth that their community cares about them. This creates an atmosphere where the young people will in turn care about the community.

--Phyllis Kincaid, Executive Director
Youth Resources of Southwestern Indiana
Evansville

LEARNING ABOUT YOUTH LEADERSHIP AND PARTNERSHIP

WHAT IS YOUTH LEADERSHIP AND PARTNERSHIP?

The following information is adapted from *New Roles for Early Adolescents in Schools and Communities.*[1]

Youth Leadership and Partnership

The involvement of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and/or decision making affecting others in an activity whose impact or consequence is extended to others--i.e., outside or beyond the youth participants themselves.

Characteristics of Successful Youth Leadership/Partnership Programs

Young people taking the lead in community action that meets a real need.

Young people working in collaborative relationships with peers and adults.

Young people taking a share in planning and making decisions that affect themselves and others.

Young people taking the time to reflect on the consequences of their own actions and decisions with guidance from adults.

TYPICAL RESPONSIBILITIES OF ADULTS AND YOUNG PEOPLE IN YOUTH LEADERSHIP AND PARTNERSHIP PROGRAMS

Young People	Adults
• Attend and participate in relevant training, workshops, and events.	• Assume multiple roles such as coach, trainer, teacher and mentor.
• Develop plans, formulate policies, identify linkages, and build networks to strengthen programs.	• Create supportive environments that facilitate youth involvement and participation.
• Serve as advisors or consultants on youth issues.	• Increase adults' sensitivity to the needs of youth.
• Engage in outreach strategies to set role models for other young people.	• Organize and plan for youth involvement.
• Provide input and share techniques for selecting future youth participants.	• Engage in outreach, marketing and public relations strategies that showcase the adult/youth partnership in action.
• Evaluate and monitor the success of the program.	• Evaluate and monitor the success of the program.
• Participate in all facets of the program.	• Request technical assistance as needed.
• Serve as spokespeople on public policies or issues that affect youth.	• Participate in youth-related training events.
	• Encourage youth participation in all facets of the program.

WHO BENEFITS FROM YOUTH PARTICIPATION PROGRAMS?

The following information is adapted from *Participants in Partnership: Adults and Youth Working Together*, New York State Youth Council.[2]

Organizations

Organizations that involve young people derive the following benefits:

- Young people's fresh ideas unshackled by "the way things have always been done," a new and unique perspective on decision-making, including specific information about young people's needs, interests and responses to existing services.
- A better client perspective on data analysis and planning because young people can acquire data that may be unavailable to adults.
- More effective outreach for young people. Because youth can get the message out and recruit or refer youth to needed programs, organizations can effectively provide important information to their peers (e.g., information about AIDS prevention).
- An additional human resource with youth volunteers sharing work responsibilities. Some worn out services can be brought back to life with youth's enthusiasm and creativity.
- Better acceptance of decisions by young people because they are involved in the decision-making process.
- Revitalization by youth's contributions in partnership with the skills and experiences of adult professionals.

Communities

Communities that involve young people benefit in these ways:

- More current active contributing community members.
- Pool of future leaders with skills, experiences and commitment.
- Insights on how to identify and meet the needs of young citizens.
- A reduction in negative youth activities.
- Infusion of new energy from young people that builds positive community spirit.
- New youth role models demonstrate that there are real opportunities for advancement, self-fulfillment, and social justice in their world.

Youth

Young people who are involved in organizations and communities benefit in these ways:

- Positive status and stature in the community.
- Increased self-esteem and broader career choices.
- New skills and community leadership experience.
- A better understanding of diversity.
- Sense of self-discipline and ability to manage their lives.
- Better appreciation for the multiple roles adults play, such as coach, supporter and mentor.

SOURCES
LEARNING ABOUT YOUTH LEADERSHIP AND PARTNERSHIP

1. The National Commission on Resources for Youth. ***New Roles for Early Adolescents in Schools and Communities*****, 1981.** ***See also*** **National Commission on Resources for Youth.** ***New Roles for Youth in the School and the Community*****. New York, NY: Citation Press, 1974.**

These two publications, speaking to school principals, teachers, board members, youth work professionals and community leaders, show how schools and communities can work together. There are 70 model youth participation programs that illustrate the opportunities for youth to take initiatives and responsibilities in schools or communities where they are regarded as great assets.

2. ***Participants in Partnership: Adults and Youth Working Together, New York*****, NY: New York State Youth Council.**

This pamphlet defines the youth-adult partnership based on the experiences that the New York State Youth Council has had. It gives a clear overview of the importance of this type of program.

FOR FURTHER READING

Associates for Youth Development, Inc. (AYD) ***New Designs for Youth Development*****. Vol. 9, No. 4, Fall 1989.**

This issue of the journal focuses on the topic of "Young People as Resources: an exploration of youth participation and youth-adult partnerships." It contains a collection of essays that discuss various issues related to youth-adult partnerships and present programs that work.

Campbell, Patricia B. ***Evaluating Youth Participation: A Guide for Program Operators*****. New York, NY: National Commission on Resources for Youth, 1982.**

This booklet is intended, in a quick and practical format, to make those who are involved in youth participation programs more knowledgeable about evaluation and how to make it work for them. The examples, the concerns, and the sample instruments, are all written from a youth participant's perspective.

Checkoway, Barry and Janet Finn. ***Young People As Community Builders*****. Ann Arbor, MI: Center for the Study of Youth Policy, 1992.**

This report describes nine exemplary initiatives around the country that promote youth planning and participation at the community level. The programs demonstrate various ways of involving youth in community development.

Checkoway, Barry and Julia Durand. ***Organizational Resources for Community Youth Programs*****. Ann Arbor, MI: Center for the Study of Youth Policy, 1992.**

This directory describes support groups, informational networks, and organizational resources around the country that contribute to capacity-building for community youth programs.

Checkoway, Barry and Kameshwari Pothukuchi. *Training Materials for Community Youth Programs*. Ann Arbor, MI: Center for the Study of Youth Policy, 1992.

The guide includes information on specific strategies and practical tools for training initiatives for youth participation programs.

Lewis, Barbara A. *The Kid's Guide to Social Action*. Minneapolis, MN: Free Spirit, 1991.

This book, written for youth, explains various ways youth (and adults) can get involved in making life better in their community. Specific instances of youth are cited in order to illustrate different ideas; sample forms are included to help youth organize groups for change.

National Commission on Resources for Youth. *An Introductory Manual on Youth Participation For Program Administrators*. Department of Health, Eduction, and Welfare, 1976.

This manual provides useful tools on how to develop, evaluate and improve youth participation programs. It also addresses barriers and special considerations for such programs.

Thorp, Kathlyn. *Youth Participation in Adult Committees*. Madison, WI: Wisconsin Positive Youth Development, 1983.

This manual presents some basic information about the "what," "why," and "how" of youth participation. It also provides training and support structure of such program with vivid illustrations and useful exercises.

ORGANIZATIONS THAT PROVIDE TECHNICAL ASSISTANCE

Academy for Educational Development/
Center for Youth Development
Bonnie Politz or Elaine Johnson
1255 Twenty-Third St., N.W.
Washington , DC 20037
(202) 862-8820

Community Partnerships with Youth
Anne Hoover
Greater Fort Wayne Chamber of Commerce
826 Ewing St.
Fort Wayne, IN 46802
(219) 422-6493

Family Resource Coalition
Judy Langford Carter
200 S. Michigan Ave., Suite 1520
Chicago, IL 60604
(312) 341-0900

National Association of Child Advocates
Eve Brooks
1625 K. St., NW
Suite 510
Washington, DC 20006
(202) 828-6950

"I have been made aware of different community organizations and projects that I couldn't have known from schools. I have gained a lot from all the organizations that I've been involved in. The groups show that they are doing a good job. I learned much more about team building, self-esteem and self-confidence in a non-classroom setting than I could have learned in a classroom."

—Vera Hamiter
(18, Indianapolis)

"Indianapolis youth show they care by contributing thousands of hours of service as volunteers each year. By becoming problem-solvers now, they are preparing to take the reins as effective community leaders tomorrow. ALL community activity should include youth as partners with adults."

—Paula Allen, Executive Director
Youth As Resources, Indianapolis

CAPTURING THE VOICES OF YOUTH

Youth Input Giving young people the opportunity to express their opinions on important issues in their lives. Listening to young people not only helps to establish a channel of communication across generations but also helps adults understand how young people perceive issues and problems significant to them. Any effort directed toward working with youth that does not reflect their own perspectives risks failure at the outset. Ongoing opportunities for young people to contribute their viewpoints help maintain their interest as stakeholders. Some program planners, policy makers, researchers, advocates and evaluators are not accustomed to thinking of young people as valuable resources and partners; others may not know how to. There are **formal** and **informal** methods to capture the voices of youth.

WHAT YOU NEED TO CONSIDER BEFORE GETTING STARTED

There are many how-to manuals for getting youths' opinions (see page 12). The first step in getting youth input is to answer the following questions to point out some of the issues involved as well as the broad range of possibilities. The method(s) actually chosen will depend on the answers to the following questions:

Questions to Ask

- Who wants to know?
- Why do they want to know it?
- What do they want to know?
- Who can provide the information?
- What resources are available to find out?

Example

Who wants to know?	The board of directors of a community center.
Why do they want to know?	To better serve the community and improve the neighborhood.
What do they want to know?	Whether the current programs continue to meet the needs of youth in the rapidly changing neighborhood where the center is located.
Who can provide the information?	The youth participating in the programs in the center, longtime neighborhood residents and "new" residents.

The following discussion examines each of these questions in more detail.

Who wants to know?
and
Why they want to know?

The answers to these two questions form the foundation of the entire inquiry process. *Research is not reversible.* Unless the research begins with a clear answer to "who" and "why" questions, the quality of the entire process is jeopardized.

What do they want to know?

It is a matter of what the adults want to know as well as what the young people want to tell them. "Whats" are important in framing choices about methods and determining the content of the information gathering process.

Who can provide the information?

Young people are the primary ones who will be affected by the inquiry. Teachers, neighborhood residents or members of religious groups and organizations need to be taken into consideration in order to get accurate results.

What resources are available?

There is never enough *time*, or *money*, or *personnel* to gather and analyze all the information that could be gathered. There may not be resources enough even to get all the needed information. Thus, it is important to identify and define the possible ways of gathering data as well as the constraints and try to make the best fit between possibilities and resources. Compromises between what would be "best" and what is "good enough" are often necessary. For strengths and limitations of some methods, see page 9.

EXAMPLES OF METHODS FOR DATA COLLECTION

The most effective research includes more than one approach to getting information.

Focus Group[1]

Also called group interviews, follows a logical structure. Generally involves 8-12 people who discuss a particular topic under the direction of a moderator who promotes interaction and assures that the discussion remains on the predetermined topic.

Advantages: Flexibility in providing opportunity to explore the topic in depth and to collect data from group interaction.

Limitations: Differences among group participants may cause difficulty for moderating; this method is labor intensive and reaches only a few respondents at a time; costs of transcribing and analyzing discussion content can be high.

Survey[2]

Takes form of directly asking people questions to get information. The approaches can be mailed questionnaires or face-to-face or telephone interviews.

Advantages: Closed-ended questions give better control over the process; can cover a large sample efficiently.

Limitations: Mailing and/or telephone expenses can be high; closed-ended questions may miss important information; coding the responses can take a lot of time or require access to optical scanning.

Youth Poll[3]

A combination of the techniques of survey and focus group, used to gather information from young people on a specific topic that interests them.

Advantages: In-depth view, as in Focus Groups; covers large population, as in Surveys.

Limitations: Makes random sampling difficult; creating questionnaires requires specialized skills; can be expensive to administer; coding, analyzing data can be time-consuming and expensive when the sample is large.

Participant observation, informal observation, casual conversations[4]

Interaction between adults and young people, during which data and information are collected informally.

Advantages: When they feel comfortable, young people are very articulate in expressing their viewpoints on subjects of interest to them.

Limitations: Less control and less structure in data collection; fewer people reached; cannot generalize to a larger population.

WHAT ARE THE BASIC STEPS TO CAPTURE THE VOICES OF YOUTH?

Remember: Youth should be involved in the entire process.

✔ **Select a relevant topic.** The topic must be something that is a part of young people's everyday life on which they are the "experts." The topic must also be important, practical, and useful to adults who make decisions affecting the lives of young people.

✔ **Review the literature**. Study secondary sources of information such as existing records, census data, newspaper accounts, letters or essays written by young people. Look for other studies that have been done on this topic, and the conclusions of other researchers, and consider how the findings of other studies can be used to inform and improve the research.

✔ **Use appropriate language.** Use open-ended questions for focus group discussions, but use both open-ended and/or closed-ended questions for survey questionnaires. In both cases, questions should be written or asked in the conversational style of young people.

✔ **Select representative participants.** An inclusive sample helps ensure the most accurate representation. Some elements to be considered to get a representative sample are: gender, age, places of residence, race or ethnic group, socioeconomic status. Refer to the Sources for books that describe well-established procedures for deciding what comprises a representative sample, that is, one that allows the researcher to generalize study findings to the population as a whole.

✔ **Conduct a pilot test.** The questions should be screened with a representative group before final surveying or interviewing to test the language as well as content.

✔ **Administer the questions.** Surveying can be done in an individual or group setting. Confidentiality of individual responses should be assured, and group participation should be encouraged. When appropriate, audiovisual equipment may be used to record the process for later reviewing. If data are to be gathered in more than one place, the settings should be as similar as possible.

✔ **Review the responses.** The written responses to the questionnaires and audiovisual recording of the individual and/or group interviews should be reviewed and transcribed carefully.

✔ **Sort the responses.** Organize the content by relevant criteria, such as type of question, participant's age, gender, or ethnicity.

✔ **Analyze the data.** Individual responses are coded; recorded interviews, discussions, or observations are transcribed and reviewed; and the results analyzed, organized into relevant categories, and summarized. Some general statements of the findings can be developed after sorting through the responses.

✔ **Check the validity.** Because adults' interpretations of young people's responses may differ from the young people's intended meanings, it is important to double check the analysis of the findings. Check the validity of the general findings by using small groups of young people to respond to the preliminary findings, questions, and contradictions. In addition, the results need to be compared and contrasted with the results of other research.

✔ **Report the findings**. Clarify statements of the findings and prepare accurate information for a final report. The report may be written, visual, or multimedia. In whatever format chosen, it is important to involve young people--as speakers, as reporters, or panelists.

SOURCES
CAPTURING THE VOICES OF YOUTH

1. Krueger, Richard. *Focus Groups: A Practical Guide for Applied Research.* Newbury Park, CA: Sage, 1988.

This book discusses the techniques of conducting focus group interviews and evaluation. It also presents the strengths and weaknesses of this technique.

Morgan, David L. *Focus Groups as Qualitative Research.* Newbury Park, CA: Sage, 1988.

This book provides in-depth information on the techniques of focus groups. It provides a clear, step-by-step description of how to conduct a focus group.

Stewart, David W. *Focus Groups: Theory and Practice.* Newbury Park, CA: Sage, 1990.

This book attempts to provide a simple, overall guide to the conduct and application of focus groups and places the use and interpretation of focus groups within a theoretical context.

2. Fink, Arlen and Jacqueline Kosecoff. *How to Conduct Surveys: a Step-by-Step Guide.* Newbury Park, CA: Sage Publications, Inc., 1985.

This book outlines basic methods to organize a rigorous survey and evaluate the credibility of other ones. The language is simple, nontechnical, and examples are illustrative.

3. For detailed instructions on youth polls, consult the Indiana Youth Institute's forthcoming publication, *"How To Do a Youth Poll."*

4. Fine, Gary Alan. *Knowing Children: Participant Observation with Minors.* Newbury Park, CA: Sage, 1988.

This book discusses the methodology and practice of observing children and adolescents to learn about their culture and behavior.

FOR FURTHER READING

Benson, Peter, L. *The Troubled Journey: A Portrait of 6th-12th Grade Youth.* Minneapolis, MN: Search Institute, 1993.

Children's Express. *Listen To Us!: the Childen's Express Report.* New York, NY: Workman Publishing, 1978.

____. *Voices From the Future: Our Children Tell Us About Violence.* New York, NY: Group Publishers, Inc., 1993.

____. *Kids' Voices Count: Illuminating the Statistics.* Washington, DC: Children's Express, 1994.

Erickson, Judith B. *Indiana Youth Poll Series.* Indianapolis, IN: Indiana Youth Institute.

--youths' views of high school life, 1991.

--youths' view of life beyond high school, 1992.

Glenbard East *Echo*. *Voices of Conflict: Teenagers Themselves.* New York, NY: Adama Books, 1987.

Hedin, Diane, et al. *Minnesota Youth Poll Series*. St. Paul, MN: The Center for Youth Development and Research.

--*youth's views on work*, 1977.
--*youth's views on health*, 1977.
--*youth's views on alcohol*, 1977.
--*youth's views on money and success*, 1978.
--*youth's views on reputations & delinquency*, 1979.
--*youth's views on leisure time, friendship and youth organizations*, 1980.
--*youth's views on national service and the draft*, 1980.
--*youth's view on health, illness and medical care*, 1980.
--*aspirations, future plans, and expectations of young people in Minnesota*, 1981.
--*youth's views on politics and public issues*, 1981.
--*youth's views on the nuclear threat*, 1985.
--*youth look at themselves and the world*, 1985.
--*youth's views of the family*, 1988.
--*youth's views on teenage pregnancy and parenthood*, 1989.

Read, Patricia. *Chicago Area Youth Poll: Youths' Views on Volunteering and Service-Learning.* Chicago, IL: Cook County Sheriff, 1986.

"Through youth-adult partnership programs, I get a look at real life and real people. I get to work one-on-one with the community. I also get to experience the pressure in a business since I'm a volunteer. I know what organizations and team work are all about."

—Nadia L. Kousari
(18, Muncie)

"I have found that youth-adult partnerships will work if the adults involved are receptive to the concept. Youth bring a creative energy to projects that is unique and hard to duplicate with a group of adults. We have found that when we let the youth do the planning, and we (adults) stay out of their way our projects are much more successful."

—Linda Long, Executive Director
CYCLE (Community Youth Leadership Collaborative), Clarksville

GETTING IN THE MIX: HOW TO GET STARTED

HOW TO BUILD A YOUTH LEADERSHIP AND PARTNERSHIP PROGRAM

Remember: Before you start to involve youth in your organization, check with an attorney for particular regulations and rules on liability, insurance and licensing. Insurance companies may refuse to provide liability coverage for the organization or program, or they may alter the price of the policy.

✔ **Organize and plan.** The first step is to take the time to plan it. Take the initiative to create a supportive environment for youth involvement. Assess the attitudes of the adults and increase their sensitivity to the needs of youth.

✔ **Recruit young people.** Recruit young people through local schools, community youth organizations, religious or civic groups. Another way to recruit young people is to organize a core group of young people and have them go out and recruit other young people.

✔ **Train and orient both young people and adults.** In an established organization, inform youth members of goals and objectives of the organization. By contrast, when establishing a new organization, involve young people in setting goals and objectives. Provide training for particular skills such as communication, cooperative decision-making, consensus building, and assertiveness. Such training must be informal, fun and nonthreatening. Use warm-up exercises and group activities. (For more resources on activity ideas, see Sources, page 22)

✔ **Recognize youth achievement.** Having fun and being rewarded are important elements of a successful youth participation program. Remember to celebrate a job well done. Extra recognition in the form of buttons, T-shirts, or certificates is sometimes appropriate.

✔ **Provide ongoing support**. Youth involvement is not a one-time event, but an ongoing process for adults, youth and the organization. One of the best ways to support youth involvement is to promote existing youth participation programs, to share resources, and to inform and encourage people who are unfamiliar with youth involvement as a program approach.

For more resources on the topic of youth leadership and partnership, see Sources, page 21.

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SOME YOUTH LEADERSHIP AND PARTNERSHIP PROGRAMS IN INDIANA

- Youth in Governance
- Youth Media
- Peer Helping
- Youth Service

The following information is adapted from *Youth Participation Directory Volume II: Program Models in New York City: Building Connections That Last.*[1]

Youth in Governance

Youth in Governance

Youth as members of planning, policy-making, and advisory bodies responsible for initiating, planning, implementing, or evaluating programs intended for youth. Young people can be involved as members of a local youth council that develops programs or policies; on a state government or legislative agency's task force to make recommendations on specific youth issues; or as a voting member of a board of directors that executes policy decisions.

Special Considerations

Adults need to be sensitive to obstacles often facing young people, such as transportation, lack of financial resources, or school schedules.

There are some legal implications of youth serving on boards of nonprofit agencies in Indiana. In some cases, teens younger than 18 years old are not liable for their actions. This restriction could invalidate decisions made by a board that includes young members. For this reason, seek legal counsel before deciding about the appropriate way to involve young people in the governance of an organization.

Both adults and youth may not have had previous experience with youth leadership and participation. Special skill training such as team decision-making, interpersonal relations, diversity, and active listening, are recommended for both young people and adults.

Youth As Resources	Developed from a pilot program of the National Crime Prevention Council, its purpose is to involve young people and teens in meaningful community service projects. The YAR board, which is composed of both young and adult community members, identifies youth problems, discusses solutions, and screens grant proposals for YAR. (For a YAR program in your area, see Appendix B.)
Indiana Youth Institute	IYI has two young people serving on the organization's board of directors as special advisors to board members. There is a Youth Advisory Council consisting of 25 youth who serve as advisors and facilitators for IYI programs. They design and participate in IYI events, write articles for newsletters, and help develop IYI Youth Polls.
New Albany Mayor's Youth Advisory Board	Twenty-nine 6th to 12th graders have met once a month with the Mayor since December 1993. They plan recreational activities for youth and discuss economic development for the community.
Gary Mayor's Youth Advisory Council	Thirty-two young people representing middle and high schools meet weekly with the Mayor to plan activities, discuss youth issues, help shape policy, and advocate for youth. This program has been operating since December 1993.
Bloomington Teen Council	Eight to ten middle and high school students are sponsored by Bloomington Parks & Recreation Dept., Monroe County Public Library and Monroe County Prosecutor's Office to serve as advisors to community agencies, participate in leadership retreats and other city or county events. During summer, some Council members will participate in the Book-Buying Program, sponsored by the Monroe County Public Library, to spend a $700 budget to purchase materials for the library's Young Adult collection.

Youth Media

Youth Media

Young people share their concerns and thoughts with, or deliver important messages to, their peers and a wider community, using media, such as TV, newspapers, magazines and radio talk shows.

Special Considerations

The communication medium chosen by the young people should be credible and not be limited to a single topic or a single interest group.

Young writers need to know their audience. For example, a newspaper geared to 12 to 14-year-olds may be of no interest to 16 to 19-year-olds.

Young writers and reporters need to ensure the accuracy of the information they are disseminating.

Adults should allow young people to develop their own use of language naturally, without imposing restrictive standards of usage. However, guidelines and support from adults are usually welcome.

Both adults and young people need special training in techniques associated with the specific medium, i.e., video production, newspaper writing, computer operation, photography or art work.

Children's Express

A part of a national program, Children's Express (CE) Indianapolis Bureau is a news organization for youth between the ages of 9 and 18. CE gives youth a chance to report about current events and people and to express their own views on issues affecting their lives. All articles are researched and written by local youth and are featured Monday in the *Indianapolis Star*. Together with the national CE group, these young people publish books such as *Listening To Us*, *Voices from the Future,* and *Kids Voices Count,* which discuss issues that concern young people.

JAWS

JAWS is published in the *Indianapolis Recorder* each Wednesday. The *Indianapolis Recorder*, a major newspaper for African-Americans, employs high school students to write for the special section on teen issues. The program is a training ground for young African-American journalists.

Teen Track

Teen Track is a newspaper designed especially for teens to address their concerns. The tabloid-style publication provides information to an estimated 50,000 teens in Central Indiana free of charge on a biweekly basis. Teen Track is not only written for teens but also by teens. It is designed, written, and edited by young people.

Peer Helping

Peer Helping

Young people provide personal support and assistance to other youth. This type of program teaches youth a variety of personal and interpersonal skills, including communication, assertiveness, self-esteem, and decision-making. Peer Helping programs include peer counseling, peer tutoring, peer support, peer helpers, peer outreach, day care helpers, hotlines, and buddy programs.

Special Considerations

Recruitment and training of peer helpers are critical. The helpers must be responsible and trustworthy and accepted by their peers.

Adults' ongoing support and supervision are very important.

Adults should be aware of legal, confidentiality and ethical issues that arise when youth are placed in helping positions.

Special training on skills such as listening, communication, decision-making, and on topics such as AIDS, suicide, and substance abuse, teen pregnancy, should be provided.

Indianapolis Youth Group

A support and social group for gay/lesbian/bisexual youth under 21. IYG offers a national hotline and a drop-in center for youth in need of someone to talk to.

Peer Information Center for Teens

Forty-five to sixty trained PICT members serve the 7000 students in the Richmond Community School System. They also provide over 200 prevention workshops yearly. Peer helpers are trained to be aware of professional services available in the community and to make referrals when necessary.

Teen Court

Peer review program for first-time juvenile offenders guilty or charged with offenses such as truancy, theft, vandalism, or alcoholic beverage violations. Teen Court gets referrals from probation officers and is authorized as a diversionary alternative to traditional juvenile sanctions. Young people 10 to 17 years of age run the programs. The prosecuting attorney, defense counsel, bailiff, court recorder and jury are all young volunteers. Only the judge, a practicing attorney, is an adult. Sentences include community service, apologizing to their victims, and making restitution. Offenders who complete their sentences are expected to serve on Teen Courts. (For a Teen Court in your area, see Appendix B.)

Friendly PEERsuasion	A program of Girls Inc., targets 6 to 14-year-old girls with high risk backgrounds and behaviors. The 11 to 14-year-old girls participate in a structured curriculum that involves hands-on learning about substance abuse. They also develop their own lesson plans to inspire 6 to 10-year-old girls to stay away from drugs. (For a Friendly PEERsuasion in your area, see Appendix B.)

Youth Service

Youth Service	Young people provide a wide array of needed services in their community. Stressing the importance of the experience of service itself, youth service programs involve direct services to people in need and community improvement projects. Programs include community service, voluntarism, service learning, conservation corps.
Special Considerations	Youth may get bored at performing tasks that require little involvement in decision-making and planning. Tasks need to be diverse and responsibilities increased in order to keep some young people motivated. Adults should involve youth in identifying the needs of the community, rather than assigning them a task to perform. If a task requires special skills, the training should pertain to that task.
CYCLE	Part of The Community Youth Leadership Collaborative, a leadership program offered to teenagers ages 14 to 16. The program serves 60 young people a year and is a planned curriculum of leadership activities that exist to empower teenagers to become vital, productive citizens of their communities. A central focus of the program is helping youth to see the value of serving their community.
Growing Groceries	Program of the Community Harvest Food Bank, involves young people ages 8 to 19 in learning basic skills of gardening, cooking and food preservation. The young volunteers provide help to single-parent families, low income families and senior citizens with gardening, cooking and delivering donated foods.
Youth As Resources	YAR awards grants to projects that involve youth in meaningful community service projects, from physical improvements such as a face-lift for a neighborhood park to services like caring for the homeless. YAR projects are designed by youth to meet pressing needs in the community. (For a YAR near your area, see Appendix B.)

SOURCES
GETTING IN THE MIX: HOW TO GET STARTED

1. ***Youth Participation Directory Volume I: Substance Abuse Prevention Programs in New York State.*** **1991.** ***See also*: *Youth Participation Directory volume II: Program Models in New York City: Building Connections that Last*,** **New York, NY: New York State Youth Council, 1992.**

These two publications list approximately 300 model program profiles involving youth as leaders and partners. Both provide valuable program ideas.

FOR FURTHER READING

Here is a list of books on designing, planning and implementing youth-adult partnership programs.

National Crime Prevention Council. ***Changing Our Course: Youth as Resources Program Guide.*** **Washington, DC: National Crime Prevention Council, 1992.**

This practical, hands-on notebook is designed for anyone interested in forming a Youth as Resources (YAR) program. The goal of a YAR program is to engage youth in addressing community needs. Included is a model of a YAR program.

__. ***Reaching Out: School-Based Programs for Community Service.*** **Washington, DC: National Crime Prevention Council, 1988.**

This publication, designed for school leaders, discusses how to design and start a school-based program, profiles over two dozen successful programs and provides reproducible work sheets and training aids.

__. ***Youth as Resources: The Power Within.*** **Washington, DC: National Crime Prevention Council, 1992.**

This fifteen-minute video for general consumption shows how youth, adults, and the entire community benefit from YAR.

Salzman, Marian. ***150 Ways Teens Can Make a Difference.*** **Princeton, NJ: Peterson's Guides, 1991.**

This book, written for youth, focuses on voluntarism for youth. This book emphasizes matching volunteer services with the youth's personality, interests, and needs. This book also includes organizations that encourage youth volunteers.

Schine, Joan. ***Community Services for Young Adolescents.*** **New York, NY: Carnegie Council on Adolescent Development, 1989.**

This booklet studies appropriate community service for 11-to 14- year olds. Special needs involved in early adolescence are explored with involvement in community service. School-based and community-based programs are discussed involving this age group.

Stern, Alvera. ***The Pizza Paradigm or "How to Run Successful Youth Participation Programs."*** **Ames, IA: Youth and Shelter Services.**

This booklet outlines steps to involve youth in youth participation programs. It emphasizes youth involvement in decision-making, creating goals and strategies.

Here is a list of books that provide ideas for activities and games for youth groups.

Fluegelman, Andrew. ***More New Games!--And Playful Ideas From the New Games Foundation.*** **New York, NY: Dolphin Books/Doubleday, 1981.**

This sixty-idea resource book can be used by group trainers in school settings, corporate retreats and other groups to promote togetherness and spiritual well-being.

Forbess-Greene, Sue. ***The Encyclopedia of Icebreakers: Structured Activities That Warmup, Motivate, Challenge, Acquaint, and Energize.*** **San Diego, CA: Applied Skills Press, 1983.**

This notebook is a compilation of short, simple activities designed to make learning easier for participants involved in workshops, courses, conferences, and staff-development training programs.

Group Publishing. ***Quick Crowdbreakers and Games for Youth Groups.*** **Loveland, CO: Group Books, 1988.**

This collection of over 200 activities is designed for youth participant leaders to satisfy youth's competitive and noncompetitive needs.

Group Publishing. ***Have-A-Blast Games: 101 Easy Games for Youth Groups.*** **Loveland, CO: Group Books, 1991.**

The book presents ideas for youth participant leaders for their groups. Partnership, team, and group play is emphasized.

Morris, G.S. Don. ***Changing Kids' Games.*** **Champaign, IL: Human Kinetics Publishers, Inc., 1989.**

This book targets group leaders and educators of elementary school age children. It divides play into basic movement games, ball games, net games, and academic games.

Pfeiffer, J. William. ***The Encyclopedia of Group Activities: 150 Practical Designs for Successful Facilitating.*** **San Diego, CA: University Associates, 1989.**

This notebook was published for the professional facilitator with many activities to be used in different adult group settings. Each activity has goals and objectives to be met and completed.

Rohnke, Karl. ***The Bottomless Bag.*** **Hamilton, MA: K.E. Rohnke, 1988.**

This well illustrated book is written for leaders and educators of all age groups. It includes adventure program activities, initiatives and games.

___. ***Silver Bullets: A Guide to Initiative Problems, Adventure Games, Stunts, and Trust Activities.*** **Hamilton, MA: Project Adventure, 1984.**

This book focuses on initiatives that build a sense of team with participants. The activities are many and varied--indoor and outdoor--props and no props--activity levels high and low.

"Most of the youth-adult partnership programs were established to help youth become active and productive members of their community. We, as youth, have the capability to influence a great number of people. Adults and youth are able to get rid of A LOT OF stereotypes. Adults are able to see that not all kids are into bad things. Youth see that there are adults who really value our opinions and that positive attitudes affect many people's way of thinking."

—Heather Schrock
(18, Goshen)

"Young people are resourceful, energetic and visionary. They keep us asking questions and seeking better solutions to the problems facing our world. They are also generous and dedicated; they are willing to expend time and effort to bring out change."

—John Brandon, Executive Director
MCCOY (Marion County Commission on Youth), Indianapolis

Appendix A: Examples of National Resources

ORGANIZATION	Technical Assistance	Conference	Fundraising	Publications	Audiovisual	Workshops
Boys and Girls Clubs of America 771 First Avenue New York, NY 10017	X	X	X	X		X
Corporation on National and Community Service PO Box 33119 Washington, DC 20033 (202) 606-5000		X	X	X		
Constitutional Rights Foundation 601 S. Kingsley Drive Los Angeles, CA 90005 (213) 487-5590		X		X		X
Generations United C/O CWLA 440 First Street, NW Suite 310 Washington, DC 20001 (202) 942-0287	X	X	X	X		
Girls Inc. National Headquarters 30 East 33rd Street New York, NY 10016 (212) 689-3700	X	X	X	X	X	X
Girls Inc. National Resource Center 441 West Michigan Street Indianapolis, IN 46202 (317) 634-7546	X	X	X	X	X	X
International Youth Found. 67 West Michigan Ave Suite 608 Battle Creek, MI 49017 (616) 969-0033	X		X	X		

ORGANIZATION	Technical Assistance	Conference	Fundraising	Publications	Audiovisual	Workshops
Nat. Assoc. of Service and Conservation Corps 666 11th St, NW, Suite 500 Washington, DC 20001 (202) 737-6272	X	X	X	X	X	X
National Center for Service Learning in Early Adolescence 25 West 43rd St, Suite 620 New York, NY 10036 (212) 642-2946	X			X	X	X
National Youth Leadership Council 1910 West County Road B Roseville, MN 55113 (612) 631-3672	X	X	X	X	X	X
Points of Light Foundation 1737 H Street, NW Washington, DC 20026 (202) 223-9186	X	X		X	X	
Youth As Resources Nat.. Crime Prev. Council 1700 K St, NW, 2nd Floor Washington, DC 20006 (202) 466-6272	X	X		X	X	X
Youth Force Citizens' Committee for New York City, Inc. 3 West 29th Street New York, NY 10001 (212) 989-0909	X	X	X	X	X	X
Youth Service America 1101 15th St NW, Suite 200 Washington, DC 20005 (202) 296-2992	X	X		X	X	X

APPENDIX B: YOUTH LEADERSHIP AND PARTNERSHIP PROGRAMS IN INDIANA

This list is not comprehensive. It is designed to provide some examples of youth leadership and youth-adult partnership programs and encourage people to network with each other and share program experience.

If you are running or know about a youth-adult leadership and partnership program that is not listed here, we would like to learn more about it. Please send your program information to:

Xuan Ma
Manager, Resource Center
Indiana Youth Institute
333 N. Alabama St., Suite 200
Indianapolis, IN 46204
(317)634-4222/800-343-7060; Fax: (317)489-1812

YOUTH IN GOVERNANCE

Dana Burton
Bloomington Teen Council
Monroe County Public Library
303 E. Kirkwood Ave
Bloomington, IN 47408
(812) 323-2271

Melody Plew
The Children's Museum of Indianapolis
3000 N. Meridian St
Indianapolis, IN 46208
(317) 924-5431

Macaria Cox
Community Harvest Food Bank
P.O.Box 10967
Fort Wayne, IN 46855
(219) 427-1264

Michael Scott
Gary Mayor's Youth Advisory Council
1741 Broadway
Gary, IN 46407
(219) 881-5270

Amy Sanders
Girls Inc. of Franklin
200 E. Madison St
Franklin, IN 46131
(317) 736-5344

Marie Pickins
Girl Scouts, Inc.
615 N. Alabama
Indianapolis, In 46204
(317) 634-8393

Brian Lucas
Indiana Teen Institute
1800 N. Meridian St., Suite 402
Indianapolis, IN 46202-1433
(317) 926-6100

Lianne Somerville
Indiana Youth Institute
333 North Alabama, Suite 200
Indianapolis, IN 46204
(317) 634-4222

YOUTH IN GOVERNANCE (continued)

Nancy Wolf
Junior Historical Society
315 W. Ohio Street
Indianapolis, IN 46202
(317) 232-1882

Karen Lowry
Kosciusko County Cooperative Extension Service
100 West Center St
Warsaw, IN 46580
(219) 372-2340

Scott Millspaugh
Muncie Family YMCA
500 South Mulberry
Muncie, IN 47305
(317) 288-4448

Dwight Moore
New Albany Mayor's Youth Advisory Board
Floyd County Youth Services Bureau
St. Paul's Parish House
1015 E. Main St.
New Albany,IN 47150-5842
(812) 948-5481

Karen Davis
North Gibson Youth Coalition
RR 4 box 49
Princeton, IN 47670
(812) 386-8445

Karen McPherson
Orange County Child Care Coop., Inc
P.O.Box 109
Paoli, IN 47454
(812) 723-2273

Karla Hansen
Owen County Youth as Resources
Route 2, Box 810
Spencer, IN 47460
(812) 829-0715

Tina Bobbitt
South Bend Heritage Foundation
914 Lincoln Way West
South Bend, IN 46616
(219) 289-1066

K. Eugene Spicer
Townsend Community Center
855 North 12th St
Richmond, IN 47374
(317) 962-7591

Roger Shearer
Wells County Cooperative Extension Service
Court House
Bluffton, IN 46714
(219) 824-6412

Jane Wilks
Youth As Resources
2101 Coliseum Boulevard
Fort Wayne, IN 46805
(219) 481-6112

Paula Allen/Lisa Patterson
Youth As Resources
3901 N. Meridian Street, Suite 304
Indianapolis, IN 46208
(317) 920-2560

Dave Reif
Youth As Resources
#2 Redskin Trail
Knox, IN 46534
(219) 772-3712

Phyllis Kincaid
Youth Resources of Southwestern Indiana
216 S.E. 3rd St
Evansville, IN 47713
(812) 421-0030

YOUTH MEDIA

Lynn Sygiel
Children's Express
The Children's Museum of Indianapolis
P.O. Box 3000
Indianapolis, IN 46206
(317) 921-4125

Lynn Rogers
Concord Media Corporation
Concord Center Association
1310 S. Meridian St
Indianapolis, IN 46225
(317) 637-4376

Shonda McClain
JAWS
The Indianapolis Recorder
2901 N. Tacoma Ave.
Indianapolis, IN 46218
(317) 924-5143

Patty Simpson
Peanut Butter Press
The Indianapolis News
307 N. Pennsylvania St.
Indianapolis, IN 46204
(317) 633-9060

Barbara Bishop
Project I-Star, Inc.*
5676 West 73rd St
Indianapolis, IN 46278-7163
(317) 291-6844
*new youth media program

Todd Wilham
Teen Track
151 N. Delaware, Suite 720
Indianapolis, IN 46204
(317) 638-0209

PEER HELPING

Donna L. Bogert
Big Brothers/Big Sisters of Wabash County
405 S. Wabash St
Wabash, IN 46992
(219) 563-7727

Cynthia Schrodt
Friendly PEERsuasion of Girls Inc.
Girls Inc. in Monroe County
1108 W. 8th St
Bloomington, IN 47404
(812) 336-7313

Connie J. Woodward
Friendly PEERsuasion of Girls Inc.
Girls Club/Boys Club/
Foundation for Youth of Columbus
400 N. Cherry
Columbus, IN 47201
(812) 372-7867

Amy Sanders
Friendly PEERsuasion of Girls Inc.
Girls Inc. of Franklin
200 E. Madison St
Franklin, IN 46131
(317) 736-5344

Nancy J. Bartels
Friendly PEERsuasion of Girls Inc.
Girls Inc. of Indianapolis
3959 N. Central
Indianapolis, IN 46205
(317) 283-0086

Jim Boyd
G.I.T.I.T. (Goal Identification Today as Incentives for Tomorrow)
Indianapolis Urban League, Inc.
850 N. Meridian St.
Indianapolis, IN 46204
(317) 639-9404

PEER HELPING (continued)

Christopher T. Gonzalez
Indianapolis Youth Group
P.O. Box 20716
Indianapolis, IN 46220
(317) 541-8726 /1-800-347-TEEN

Ray Lucas
New Albany Deanery
Catholic Youth Ministries
707 West Highway 131
Clarksville, IN 47129
(812) 945-0354

Michael Scott
Peer Tutoring Program
1741 Broadway
Gary, IN 46407
(219) 881-5270

Sue Routson
PICT (Peer Information Center for Teens)
Richmond High School
380 Hub Etchison Parkway
Richmond, IN 47374
(317) 973-3389

Bill Baugh
Teen Court
Elkhart County Youth Service Bureau
222 Middleberry St.
Elkhart, IN 46516
(219) 294-3549

Sandra Porter/Sharly Caylor
Teen Court
Crisis Center
101 N. Montgomery St,
Gary, IN 46403
(219) 938-7070

Cheryle Shearer
Teen Court
Southside Youth Council
5110 Madison Ave
Indianapolis, IN 46227
(317) 788-4451

Amy Forker
Teen Court*
Northeastern Center
220 South Main St.
Kendall, IN 46755
(219) 347-4400
*new Teen Court program

Cathy Moeller
Teen Court
Youth Service Bureau
705 Harrison
LaPorte, IN 46350
(219) 362-9587

Debby Baker
Teen Court
Youth Service Bureau
Michigan City
803 Franklin St
Michigan City, IN 46360
(219) 879-5151

Ann Wroblewski
Teen Line
Youth Services Bureau
222 Middleberry St.
Elkhart, IN 46516
(219)294-3549

Frank Freeman
Youth Connection
P.O.Box 5166
Mishawaka, IN 46546
(219) 256-3044/800-747-9619

YOUTH SERVICE

Melody Plew
The Children's Museum of Indianapolis
3000 N. Meridian St
Indianapolis, IN 46208
(317) 924-5431

YOUTH SERVICE (continued)

Linda Long
CYCLE
707 W. Highway 131
Clarksville, IN 47129-1599
(812) 945-2929

Connie J. Woodward
Girls Club/Boys Club/
Foundation for Youth of Columbus
400 N. Cherry
Columbus, IN 47201
(812) 372-7867

Cynthia Schrodt
Girls Inc. in Monroe County
1108 W. 8th St
Bloomington, IN 47404
(812) 336-7313

Amy Sanders
Girls Inc. of Franklin
200 E. Madison St
Franklin, IN 46131
(317) 736-5344

Nancy J. Bartels
Girls Inc. of Indianapolis
3959 N. Central
Indianapolis, IN 46205
(317) 283-0086

Malica Bane
Girls Inc. of Jackson County
501 W. 2nd St
Seymour, IN 47274
(812) 522-2798

Susan Stahl
Girls Inc. of Jefferson County
109 W. 3rd St
Madison, IN 47250
(812) 265-5863

Barbra J. Anderson
Girls Inc. of Shelbyville of Shelby County
P.O.Box 274
Shelbyville, IN 46176
(317) 392-1190

June Bing
Girls Inc. of Wayne County
YWCA Building
1900 S "L" St
Richmond, IN 47374
(317) 962-2362

Macaria (Miki) Cox
Growing Groceries with Community Harvest Food
Bank at Fort Wayne
P.O.Box 10967
Fort Wayne, IN 46855
(219) 427-1264

Junior League of Indianapolis
3050 N Meridian St.
Indianapolis, IN 46208
(317) 925-4800

Karen Lowry
Kosciusko County Cooperative Extension Service
100 West Center St
Warsaw, IN 46580
(219) 372-2340

Jane Christophersen
Montgomery County Youth Service Bureau
209 East Pike St
Crawfordsville, IN 47933
(317) 362-0694

Scott Millspaugh
Muncie Family YMCA
500 South Mulberry
Muncie, IN 47305
(317) 288-4448

YOUTH SERVICE (continued)

Karen McPherson
Orange County Child Care Coop., Inc.
P.O.Box 109
Paoli, IN 47454
(812) 723-2273

Mary L. Majewski
Science Central
1950 North Clinton St.
Fort Wayne, IN 46805
(219) 424-2413

K. Eugene Spicer
Townsend Community Center
855 North 12th St
Richmond, IN 47374
(317) 962-7591

Carolyn Tyler Roberts
TUFF (Teaming Up For the Future)
MEE (Motivation, Education, Enjoyment)
North High School
3434 Maple Ave
Terre Haute, IN 47804
(812) 232-5190

Roger Sherer
Wells County Cooperative Extension Service
Court House
Bluffton, IN 46714
(219) 824-6412

Dr. Carol Myers
William Penn Service Learning School #49
Indianapolis Public School #49
1720 West Wilkins
Indianapolis, IN 46221
(317) 226-4249

Martha J. Crossen
YWCA of Terre Haute
951 Dresser Drive
Terre Haute, IN 47807
(812) 232-3358

Jane Wilks
Youth As Resources
2101 Coliseum Boulevard
Fort Wayne, IN 46805
(219) 481-6112

Paula Allen/Lisa Patterson
Youth As Resources
3901 N. Meridian Street, Suite 304
Indianapolis, IN 46208
(317) 920-2560

Dave Reif
Youth As Resources
#2 Redskin Trail
Knox, IN 46534
(219) 772-3712

Karla Hansen
Youth as Resources at Owen County
Route 2, Box 810
Spencer, IN 47460
(812) 829-0715

Phyllis Kincaid
Youth Resources of Southwestern Indiana
216 S.E. 3rd St
Evansville, IN 47713
(812) 421-0030

From the IYI Resource Center

The IYI Resource Center has developed many *bibliographies* on subjects related to youth and youthwork. We provide these bibliographies free of charge as a way of helping you find current information about youth. We are not a lending library, but we can help you get the materials found on these lists in your community. To get a booklist on any of the subjects listed below, please call the IYI Resource Center at (800) 343-7060 or (317) 634-4222.

Bibliographies are available on these topics:

Academic Achievement

Addictions and Youth

Adolescent Sexuality and Pregnancy

Advocacy

Anger, Conflict, Cooperation and Youth

Appreciating Diversity

Child Abuse and Neglect

Child Care

Children, Adolescents and Aids

Children and Divorce

Children in Poverty

Community Involvement in Education

Dropout Prevention

Educational Equity

Educational Partnerships

Guidance

Informal Education

Juvenile Justice

Maternal, Adolescent and Child Health

Parenting

Parenting Adolescents

Parenting Latchkey Children

Parent Involvement

Personnel and Change Management

Psychology and Early Adolescence

Reading and Literacy

School-to-Work Transition

Self-Esteem

Single Parenting

Substance Abuse and Families

Teen Leadership

Training

Youth Involvement and Participation

Youth Literacy

FEEDBACK ! FEEDBACK ! FEEDBACK ! FEEDBACK !

We developed these Guides to meet your needs. If you include your name, we will call you for more details. Please mail or fax your responses to us. Thanks!

To: Indiana Youth Institute Resource Center
333 North Alabama, Suite 200
Indianapolis, IN 46204

Fax : (317) 685-2264

Is this guide easy to read? yes no

Comments: _____

_____

Is this guide easy to use? yes no

Comments: _____

_____

Is the information useful? yes no

How do you expect to use this information?

Please circle as many as apply:

Developing a proposal?
Presenting a speech?
Writing an article for a newsletter?
Finding new programs?
Beginning an advocacy program?

Is this subject matter important to you? yes no

Comments: _____

_____

Optional

Can we call you to get more details? yes no

Name and Organization: _____

Phone Number: _____ Best time to call: _____

INDIANA YOUTH INSTITUTE

10 Blueprints for Healthy Development

The Indiana Youth Institute's blueprint for healthy development of all Indiana's children is based on the premise that every child in Indiana—regardless of race, gender, ethnicity, handicapping condition, geographical location or economic status — deserves an equal opportunity to grow up in a safe, healthy, and nurturing environment.

BUILDING A HEALTHY BODY

Indiana's youth will be born at full term and normal birth weight to healthy mothers. They will receive a well-balanced diet in adequate supply to grow strong bodies to acceptable height for their age. They will be provided a balance of physical activity and rest in a safe and caring environment. They and their families will have access to good medical care and educational opportunities that teach them how to abstain from health-endangering activities and engage in health-enhancing activities.

BUILDING POSITIVE RELATIONSHIPS

Indiana's children will experience love and care of parents and other significant adults. They will develop wholesome relationships while learning to work collaboratively with peers and adults.

BUILDING SELF ACCEPTANCE

Indiana's children and youth will perceive themselves as lovable, and capable; they will act with self-confidence, self-reliance, self-direction, and control. They will take pride in their accomplishments. As they develop self-esteem, they will have positive feelings about their own uniqueness as well as that of others.

BUILDING ACTIVE MINDS

Indiana's young people will have stimulating and nurturing environments that build on their individual experiences and expand their knowledge. Each young person will reach his or her own potential, gaining literacy and numeric skills that empower the lifelong process of asking questions, collecting and analyzing information, and formulating valid conclusions.

BUILDING SPIRIT & CHARACTER

Indiana's young people will grow up learning to articulate and inculcate values upon which to make ethical decisions and promote the common good. Within safe boundaries, children and youth will test limits and understand relationships between actions and consequences.

BUILDING CREATIVITY AND JOY

Indiana's young people will have diverse opportunities to develop their talents in creative expression (e.g., music, dance, literature, visual arts, theater); to appreciate the creative talents of others; and to participate in recreational activities that inspire constructive, lifelong satisfaction.

BUILDING A CARING COMMUNITY

Indiana's communities will encourage their young people to see themselves as valued participants in community life. In addition to being recipients of services that express the communities' concerns for their safety and well-being, young citizens will become resources who will improve their surroundings, support the well-being of others, and participate in decisions that affect community life.

BUILDING A GLOBAL PERSPECTIVE

Indiana's children and youth will learn to see themselves as part of the global community, beyond ethnic, religious, state, and national boundaries. In formal and informal educational experiences, they will have opportunities to become familiar with the history, political issues, languages, cultures, and ecosystems that affect global life and future well-being.

BUILDING ECONOMIC INDEPENDENCE

Indiana's young people will be exposed to a variety of educational and employment experiences that will contribute to vocational and career options. Their formal and informal educational experiences will prepare them to make the transition from school to work, to contribute to the labor force, and to participate in an economic environment that will grow increasingly more complex and will require lifelong learning.

BUILDING A HUMANE ENVIRONMENT

All children will have access to a physically safe environment, free from abuse, neglect, exploitation, and other forms of violence. They will have adequate housing and living conditions; safe neighborhoods; clean air, food, and water. Their environment will be free from toxins, drugs, alcohol, and tobacco. All children will have an opportunity to learn how to protect their environment for the future.